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LANGUAGE BROKERING: A PARENT'S PERSPECTIVE

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

by
Lucy Sloan
June 2003

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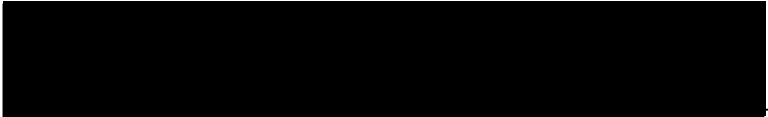
June 2003

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ABSTRACT

Language brokering is known as the translating transaction between two individuals. This study seeks to investigate the language brokering which occurs between Latino parents' and their children. In particular, it seeks to examine Latino parents' comfort level in different brokering settings/places and with different individuals. Additionally, parents' perceptions of their language brokering experiences will be measured. This study employed an exploratory-quantitative approach, and included 131 participants. Data will be analyzed using descriptive and inferential statistics. The findings indicated that Latino parents were very uncomfortable to uncomfortable when their children brokered for them in the different places and with different individuals. Results also indicated that Latino parents viewed their language brokering experiences negatively.

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This researcher would like to acknowledge the following people who have directly and indirectly influenced the development of this project.

Dr. Janet Chang, for her guidance and invaluable knowledge through out this project. Dr. David Chavez, for his support and guidance in the formulation of this project. Mr. Ray Ortiz (College of the Desert) and Chantel M. Schuering (Family Services of the Desert), for allowing this researcher to have access to their clients. My friends and family for providing me with the encouragement to see this project and program through.

DEDICATION

To My Husband

I would like to thank you for all of the support and encouragement you have offered. I would not have been able to fulfill this dream of mine without your support. Words cannot express the love and gratitude I feel for you. I thank you for all always letting me know just how proud you are of me. I want you to know that there will be no more hours spent alone. I thank you and love you very much.

To My Children

Thank you for being so patient. I thank you for playing quietly while I typed, studies, and worried. And children, weekends will soon be all yours again.

To My Family

Thank you for all of your support. Mom and Dad, thank you for looking after the children and keeping them safe while I drove frantically to and from San Bernardino. Thank you for giving me that peace of mind. To my sisters and brother, thank you for all of your understanding; and this one is for you. You can achieve what you set your mind to.

To My Cohort: California State University, San Bernardino Class of 2003, Master's of Social Work Graduates of the Children, Youth, and Family.

What am I going to do without all of you? I thank you for all of the shared moments. I will mostly miss our cohort potlucks and outings. I will treasure these two years that were spent laughing, crying, complaining, worrying, and grieving. I wish you the best of luck, and will miss seeing all of you on a daily basis. Congratulations to all of you on your graduation and best wishes for the future. We made it!

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CHAPTER ONE

INTRODUCTION

Chapter One discusses the problem that will be the focus of this research project. The purpose and significance of the study are also addressed. Finally, the research questions that will be addressed by the researcher are also stated.

Problem Statement

The Hispanic population is one of the fastest growing populations in California. It has increased its population from 22.4 million to 35.5 million between 1990 and 2000 (The U.S. Census Bureau, 2002). Waggoner (1993) reported that California has the largest population (54%) of individuals who are non-English speaker at home, and that Spanish was the most (54%) used language in non-English speaking homes.

However, acquiring fluency with the English language for monolingual adults is costly in terms of time, efforts, and financial resources. Therefore, "some individuals will not learn English when the costs are too high or the benefits too small" (Davila & Mora, 2000). Most of these monolingual individuals live in entirely

English speaking communities, making it problematic for them to communicate with the world around them.

Children on the other hand, adapt and acquire the English language at a much faster rate. Daily exposure of the English language through school, peers, and the media allows for this rapid acquisition of the language (Buriel, Perez, Dement, Chavez & Moran, 1998).

Consequently, monolingual parents then become dependent upon their child(ren) to translate for them in order to accomplish everyday tasks. Some of these tasks include but are not limited to: the handling of bill payments, reading correspondence, answering the phone, scheduling appointments, attending doctor's visits, attending parent conferences, going to the grocery store, buying or renting houses, and facilitating legal dealings (Walichowski, 2002).

Parents also use their children to broker for them with different individuals including neighbors, teachers, employers, strangers, and of course for themselves (Tse, 1996). Children who provide their parents and/or other adults with brokering services are referred to as language brokers; and the translating transactions that take place between the adult and the interpreter are referred to as language brokering (Tse, 1995).

Language brokering is a common phenomenon that occurs with great frequency. For example, Tse (1995) surveyed 64 Chinese and Vietnamese high school students and revealed that 90% of the subjects had brokered. In addition, Weisskirch and Alva (2002) reported that 100% of the sampled bilingual (Spanish/English) participants (36 fifth graders) had brokered at one point. Interestingly, both of these studies reported that participants primarily brokered for their parents.

In addition to these two studies, numerous studies have reported that children broker most for their parents (Tse, 1996; Buriel et al, 1998; Malakoff & Hakuta, 1991; & Walichowski, 2002). Yet, researchers have continuously neglected to explore the other contributing party in the language brokering process-the parent. Furthermore, parent's comfort level and attitudes towards their children providing them with brokering services are yet unknown.

Purpose of the Study

The purpose of this study is to investigate Latino parents' comfort level when their children broker for them in different brokering settings including school, home, store, restaurants, banks, hospitals, work, doctor's

office, on the street, and government offices, social worker's office, and in counselor's/therapist's offices.

Additionally, parents' comfort level with their children providing them with brokering services with different people will be measured. These people include the parents' other children, friends, neighbors, teachers, business people, and strangers, social workers, and counselors/therapist.

This study also seeks to measure how Latino parents feel about their language brokering experiences. This will be achieved by examining how parents view themselves in relation to the brokering being provided by their children. Specifically, this researcher will measure parents' attitudes towards their children's brokering.

Lastly, this study hopes to bridge the gap that exists between language brokering and research. The lack of research addressing Latino parents' experiences with language brokering creates a void in the understanding of how language brokering affects all of the participants involved.

This researcher will employ an exploratory-quantitative approach in order to investigate this particular subject matter. An exploratory approach was chosen due to the limited amount of research available

regarding language brokering. It is hoped that the results of this study will further contribute much needed information to the language brokering arena by focusing on the parents' perception. A quantitative approach was chosen in order to generalize our findings to a greater population.

Participants included one hundred and thirty-one Latino parents who have utilized their children as language brokers. The sample from which data will be obtained from is parents who attend Family Services of the Desert's (counseling agency) psychoeducational Spanish-only classes and College of the Desert's (a local Coachella Valley community college) English as a Second Language classes. A self-administered questionnaire, which was translated using the back-translation method, was distributed to participants in a group setting by the researcher. The questionnaire took the participants no more than twenty minutes to complete. Also, descriptive and inferential analysis was used in order to analyze the data.

Significance of the Project for Social Work

The primary significance of this study is to provide researchers, social workers, clinicians, and interested

individuals with much needed information regarding Latino monolingual parents and their perceptions/attitudes of the language brokering process. There is a dearth of literature that relates to parents who receive brokering services from their children. Yet, parents are receiving brokering services everyday in our society. It is important to understand how and in which way language brokering affects parents. Hence, the information and results generated from this study will further contribute to the language brokering literature.

Additionally, the information obtained from this study may help with the recognition of potential distresses that parents may face when using their children as brokers in delicate circumstances. For instance, using children as brokers can lead to frustration in parents due to the disruption of traditional family structures (The Office of Civil Rights, 2002). The child develops a lack of respect towards their parents, because they do not see their parents as the primary authority figure. As a result, parents then become frustrated due to their loss of control over the situation, and/or child, and may resort to corporal punishment.

In understanding how parents feel and view the language brokering process, individuals practicing within

the Child Welfare arena may choose to utilize the services of an adult translator rather than using the parent's child as a broker. This study's findings may increase the use of translators in the Social Work/Child Welfare practice, and subsequently relieve parent's anxiety/frustration with the language brokering process.

The knowledge gained from this study may help professionals effectively practice with culturally diverse populations. The state of California has the highest concentration of Latinos, and the probability that social workers will have monolingual parents as clients is more than likely.

Thus, this study seeks to answer the following questions: Which language brokering situations are Latino parents comfortable and/or uncomfortable with? Which individuals are Latino parents comfortable and/or uncomfortable with when their children broker for them? How do Latino parents feel with the brokering services their children are providing them with?

CHAPTER TWO

LITERATURE REVIEW

Chapter Two consists of a discussion of the relevant literature to this study. This chapter will discuss the social perspective, positive and negative outcomes of language brokering, other related studies to language brokering, and a section on theories guiding the conceptualization of this study.

Social Perspective

Many, if not most, Hispanics parents arrive from Mexico to the United States lacking any knowledge of the English language. These monolingual families have a difficult time assimilating and prospering due to their inability to speak the English language (Davila & Mora, 2000).

Davila and Mora (2000) identified three major reasons why adult Hispanics do not acquire the English language. First, the older the person the more unwilling the person is to learn the English language; Second, if the person does not gain even marginal benefits from learning English, then the person is more unwilling to acquire the language; Lastly, Davila and Mora (2000) cited numerous empirical studies which showed that individuals who

resided in high ethnic concentration areas were more likely to have a lower English-fluency levels. Although there are numerous other reasons why individuals do not acquire the English language, these are just a few that were actually documented.

Acculturation also plays an integral part on the reluctance to acquiring the English language. Berry (1980) postulates that parents do not acquire a second language because of negative acculturation to the dominant culture; therefore, requiring the services of broker/translator.

Acculturation is defined as the "culture change that is initiated by the conjunction of two or more autonomous culture systems (Berry, 2002). Berry (1980) suggests that there is a three-phase course to acculturation: contact, without contact of another culture acculturation does not occur; conflict, conflict is inevitable because the lower dominant group does not give up valued features of their culture; and adaptation, in order to reduce or stabilize conflict adaptation of the dominant culture must occur. Acculturation will be discussed in greater detail in the Theoretical Framework section.

Positive and Negative Outcomes and Language Brokering

Related literature on language brokering has yielded positive outcomes for children who broker for their parents. Baker (1996) found various positive experiences for children who broker for their families (as cited in Walichowski, 2002). These benefits found in Baker's (1996) study include: parental praise; children learned to act with authority; children learn to take the initiative without having to rely information to the parents; parental dependence has created a close knit family and an integrated family; the child, at an early age, may realize the problems and possibilities of translating words, figures of speech, and ideas; and, some children gain traits which lead to maturity, independence, higher self-esteem, adult-like thinking, and positive self-concepts.

A recent study focusing on 64 Chinese- and Vietnamese-American students, found that nearly half of the subjects were proud and liked to broker, and only 9% felt burdened or embarrassed. The study also revealed that nearly half of the subjects (45%) indicated that brokering caused them to be more independent and mature (Tse, 1996).

Buriel, De Ment, Chavez, and Moran (1998) surveyed 122 9th- and 10th - grade Latino students (63 female and 59 males) and found that academic self-efficacy, language brokering, and biculturalism all contributed to academic performance. They also reported that interpersonal experiences with two languages and two cultures may enhance feelings of self-confidence in social interactions.

However, not all research on language brokering has generated positive results. Perhaps one of the most relevant studies to the proposed research is a recent study of 150 Vietnamese- and Mexican-American women who had been or are recipients of welfare in California. This study found that more than half (58%) of the women used their children as brokers, and identified several problems with this practice. This study exposed four major problems which include: 1) the child translated incorrectly; 2) the child left out information; 3) the information was too technical for the child; and 4) the child was unable to properly translate due to limited English skills (Becerra & Betlancowt, 1999). Another chief complaint of the mothers was that children sometimes took it upon themselves to answer questions without first checking with them (Becerra & Betlancowt, 1999). Interestingly, mother

viewed this "initiative taking" as a problem, whereas Baker (1996), as motioned above, viewed it as a benefit that children attain from brokering.

Weisskirch and Alva (2002) surveyed 36 fifth graders (19 males and 17 females) from a Southern California elementary school. They also found that overall participants did not find brokering helpful or enjoyable. Participants reported that they did not feel good about themselves when they brokered, and did not find language brokering to help them understand their parents better or care for them more. The author suggested that this could be because the majority of the participants reported low (46%) to moderate (54%) levels of acculturation.

Interestingly, participants felt least comfortable brokering for parents and the more brokering the participants engaged in the less comfortable they were. Hence, children's stress with brokering may transfer onto their parents; and in turn, the parent may unknowingly react to that stress.

Other Related Studies to Language Brokering Prevalence of Language Brokering

Tse (1996) studied the prevalence of language brokering among 64 (26 males, 38 females) language

minority students. She found that 90% of the participants reported that they had brokered, with 8% stating that they had never brokered. However, out of the 5 participants who reported no brokering experience, four reported having an older sibling who did broker. She further found that 92% brokered for their parents, 62% brokered for friends, over 56% brokered for relatives (other than parents and siblings), and 50% brokered for their siblings.

Weisskirch and Alva (2002) also reported that all of the 39 5th graders (19 males and 17 females) sampled reported brokering. They also concluded that the participants were more likely to translate letter or notes from school (53%) versus telephone, gas, electricity, or water bills (39%). This study further concluded that participants brokered most for their parents.

An additional study focusing on the prevalence of language brokering is that of Tse (1995). This study surveyed 35 Latino or native Spanish speaking adolescents (15 males and 20 females). The researcher concluded that all of the participants reported brokering, a result consistent with Weisskirch and Alva's (2002) and Tse's (1996) findings. She also noted that 29% of foreign-born participants reported brokering within a year of arrival to the United States, 57% within two years, and 100%

within four years. Sixty-percent of the U.S. born participants began brokering by the age of ten and all by the age of 12.

Bilingualism and Brokering

Malakoff and Hakuta (1991) found that "natural translation of text, whether oral or written, is a skill developed in all bilinguals from the time they begin learning a second language." Bilingualism is defined as using two languages on a regular basis (Kandolf, 2002). There are many other definitions which explain the term in much more detail; however, for the purpose of this paper a more simplistic definition is used.

Furthermore, there are different sub-categories that bilinguals may fall into. *Consecutive/successive* bilinguals learn one language after already knowing another (Kandolf, 2002). This is mostly the case when adults learn a second language. *Simultaneous* bilinguals learn two languages as "first languages" (Kandolf, 2002). For example, infants who are exposed to two languages from birth will become simultaneous bilingual. *Receptive* bilinguals are individuals who are able to comprehend two languages but are only able to express themselves in one language (Kandolf, 2002).

Bilinguals experience the world through two languages, and their experiences are encoded in either of the two languages and can be expressed in both languages. Thus, Malakoff and Hakuta (1991) state that interpretation and translation is not an easy process. They note that there are four stages in the translating process. These stages include: first, the comprehension of the vocabulary of the original source-language text; second, the comprehension of the meaning of the original text; third, the reformulation of the message of the target language; and lastly, judgment of the adequacy of the target language text. Harris' (1977) qualitative study noted that individuals who broker are not performing surface-level decoding, but are involved in complex linguistic operations.

Human Behavior in the Social Environment Theories Guiding Conceptualization

The empirical research on language brokering is limited, and research that explores parents' perception of the language brokering process is non-existent. Research that has been conducted solely examines the child's perception of the language brokering process.

Therefore, the level of acculturation of the parent will help guide the conceptualization of this study. As mentioned previously, the three-phase course of acculturation includes contact, conflict, and adaptation (Berry, 1980). These three must occur in order for acculturation to take place.

Berry (1980) noted four distinct varieties of acculturation: assimilation, integration, rejection, and deculturation. The first two varieties assimilation and integration are indicators of a positive relationship with the dominant society. The relinquishing of cultural identity and moving into the larger society distinguishes assimilation. Integration is characterized by the retention of cultural identity and joining the dominant society. It is at these two stages that parents will more likely attempt to learn society's dominant language.

The last two varieties, rejection and deculturation, are indicators of a negative relationship with the dominant society. Rejection occurs when the individual withdrawal from the larger society, becoming one of the classical forms of segregation (Berry, 1980). Deculturation occurs when the individual loses touch with their traditional culture or the larger society, and leaves them with a sense of alienation, loss of

identity, and acculturative stress. Many of the parents who have children who broker for them may feel that they are alienated from the larger society, while their children are reaping the rewards by attending school and making friends. It is possible that this inconsistency will lead to further stresses between the parent and the child.

Learning to detect the level of acculturation of the parent may help to assess how much brokering is occurring between the child and the adult. It may also help to assess how receptive the parents are to their children providing them with these services. Specifically, are parents comfortable with their children brokering for them? This question is best answered by assessing if parents have assimilated, integrated, rejected, or deculturized from the larger society.

As stated before, research in language brokering is limited and past research has solely focused on the brokering children. However, this study intends to approach parental perceptions and comfort levels with language brokering. This study is expected to build upon existing knowledge on language brokering by examining the parent's point of view rather than the child's.

Summary

As illustrated by the literature there are few studies and theories that apply to parent's perception of language brokering. However, there are various studies citing that language brokering frequently occurs and that parents are the primary receivers of the brokering done by children. This is relevant since this study proposed to study Latino parents and their brokering experiences.

CHAPTER THREE

METHODS

Introduction

Chapter Three consists of the methods that will be utilized to obtain and analyze the data of this study. It will further provide the procedure and approach in which the data will be collected. In addition, the protection of human subjects will be discussed.

Study Design

The purpose of this study was to investigate Latino parents' comfort level in different brokering situations/settings and with different people. This study utilized a self-administered questionnaire survey design as a method of data collection. This approach was chosen in order to help expedite the data collection process due to the time constraint of this study. It also allowed the researcher to collect the data using a non-interactive/objective approach. This permitted the researcher to analyze the data without being influenced by preconceived values and/or biases.

A limitation of this study was the time constraint. If more time were available, then it would have been desired not only to survey parent's feelings about their

comfort level with the brokering process, but to also explore their children's perception and then compare the two.

Additionally, this study was limited by the use of convenience non-probability sampling. Utilizing a random sampling approach would have increased the probability of representativeness to other cultures.

This study seeks to answer the following questions: Which language brokering situations are Latino parents comfortable and/or uncomfortable with? Which individuals are Latino parents comfortable and/or uncomfortable with when their children broker for them? How do Latino parents feel with the brokering services their children are providing them with?

Sampling

This study employed non-probability convenient sampling. The sample from which data were obtained from is Latino parents who attend Family Services of the Desert's (counseling agency) psychoeducational Spanish-only classes and College of the Desert's (a local Coachella Valley community college) non-credit English as a Second Language classes. This particular sample frame was chosen

deliberately to ensure adequate representation of diverse Monolingual Spanish-speaking Latinos.

Participants consisted of 131 monolingual Spanish-speaking Latino parents who have utilized their children as language brokers. Included in this sample were 116 Mexicans (89.9%), 5 Peruvians (3.9%), 5 U.S.-born (3.9%), and 2 Nicaraguans (1.6%). Ages for the participants ranged from 21 to 69 with an average age of 35.6 years.

Data Collection and Instruments

The data was collected by the researcher using a self-administered survey consisting of thirty-three items, and took approximately 15-20 minutes to complete. The surveys containing background questions, comfort level with brokering questions, and question regarding how participants perceive their brokering experiences were distributed to clients of Family Services of the Desert and students at College of the Desert.

In addition, the researcher used a translation/back-translation method to generate the equivalency of English/Spanish version of the questionnaire. Brislin (1970) reported that back-translation is the "primary method used to obtain an

equivalent fair translation in any language."

Back-Translation is a three step process in which material produced in one language is translated into another language by a bilingual researcher, translated back into English by a second individual, and then the original and the back-translation English version are compared (Brislin, 1970).

The back-translator for this study was Luz Estrada. Ms. Estrada is a Hispanic bilingual professional woman who was employed as a supervisor for the Department of Public Social Services. Ms. Estrada studied extensively in Mexico and is well versed in the Spanish language.

The researcher first created the survey in English (see Appendix A) and then in Spanish (see Appendix B). The survey's first section is designed to inquire about the participant's background. The participant's age, gender, place of birth, income, marital status, their ability to speak English, and the broker's age were obtained.

The second section of the survey focused on the participant's comfort level with their children brokering in different situations. The participants' comfort level with their children brokering for them at home, school, store, restaurants, banks, hospitals, work, and doctor's office, on the street, government offices, and in

counselor's/social worker's offices was examined using a Likert-type four-point scale (1 = very comfortable, 2 = somewhat comfortable, 3 = uncomfortable, 4 = very uncomfortable).

Additionally, participant's comfort level with their children brokering for them with different people including their other children, their friends, neighbors, teachers, business people, strangers, and counselors/social workers was obtained using the same methodology as mentioned above.

Section three utilized a portion of Buriel's et al. (1998) revised version of the Language Broker Scale developed by Tse (1995). It should be noted that the revised scale was modified to measure participant's feelings about themselves and language brokering from an adult's perspective, not the child's. A Likert-type four-point scale was used and responses include 1 = strongly agree, 2 = agree, 3 = disagree, and 4 = strongly disagree.

Procedures

Permission to recruit participants from Family Services of the Desert and College of the Desert was requested by the researcher during the month of November.

The researcher obtained a letter of approval from Reynaldo F. Ortiz, Dean of Developmental Education at College of the Desert (see Appendix C) and Chantel M. Schuering, Executive Director of Family Services of the Desert (see Appendix D). The letters were submitted to the Social Work Department Institutional Review Board at California State University, San Bernardino. Thereafter, the researcher collected data during the months of February and March.

A list of all of the psychoeducational classes offered, the instructors, and the time were obtained from the secretary of Family Services of the Desert. A second list of all College of the Desert non-credit ESL classes, the instructors, instructor's phone numbers, and the class location was obtained from Mr. Ortiz's secretary. Classes were then chosen at random and arrangements were made with counselors and teachers for the questionnaire disbursement.

The researcher distributed the questionnaires, in a group setting, to the subjects before each class was to commence. The purpose of the study, voluntary participation, confidentiality/anonymity matters were all discussed in Spanish. The researcher then gave each willing participant a Spanish consent form (see Appendix E and Appendix F for the English version) and a

questionnaire. Upon completion, the data was collected and a debriefing statement (see Appendix G and Appendix H for English version) was given to each participant. Furthermore, the bilingual researcher remained in the room to answer any questions and/or provide clarification to the participants.

Protection of Human Subjects

The confidentiality and anonymity of the participants was of the utmost concern for the researcher. Prior to administering the questionnaires, anonymity and confidentiality matters were discussed with participants. All participants remained anonymous, as no identifying data was requested. To insure complete confidentiality, the questionnaires were destroyed once data analysis was complete.

In addition, this study was reviewed and granted permission to conduct this study by the Social Work Department Institutional Review Board (IRB) in the Winter of 2003 before initiation of the data collection. This researcher also abided by the code of ethics of the National Association of Social Work (NASW).

Data Analysis

Data analysis utilized an exploratory-quantitative approach to investigate the language brokering process among Latino parents. Descriptive statistics such as frequency distributions, measure of central tendency and dispersion were used to analyze participant's demographic information including age, gender, marital status, income, and place of birth. Inferential statistics such as t-tests were used to examine how Latino parents may feel about their children providing them with broking services.

Summary

In summary, this study utilized 131 monolingual Latino parents who have children who brokered for them. The researcher distributed a self-administered questionnaire in Spanish, which took no more than 20 minutes to complete. The questionnaire was designed to measure parents' comfort level with different situations and people, as well as their attitude towards language brokering. The data collected was analyzed using descriptive and inferential analysis of the data.

CHAPTER FOUR

RESULTS

Introduction

Chapter four will consists of the analysis of participants' data and the results gathered from the analysis. This study will utilize the Statistical Package for the Social Science (SPSS) for data analysis. Furthermore, charts, along with summaries, will be used to report this study's findings.

Presentation of the Findings

There were 131 Latino respondents ranging in age from 22 to 69, and the mean age of the respondents was 35.6 years. The majority of the respondents were between the ages of 21 and 30 years (40.5%). Nearly forty percent of the respondents (39.7%) were between 31 and 40 years of age. The next highest age group was 41-50 (16.0%), and five participants were 51 years or older (3.8%) (see Table 1).

Table 1. Frequency Distribution of Participants' Age

Age	Frequency	Percentage
21-30	53	40.5
31-40	52	39.7
41-50	21	16.0
51-70	5	3.8
Total	131	100.0

As shown in Table 2, the majority of the respondents were female (59.2%), and 40.8% were male.

Table 2. Frequency Distribution of Gender

Gender	Frequency	Percentage
Male	53	40.8
Female	77	59.2
Total	130	100.0

In terms of place of birth, 89.9% of the respondents reported their place of birth to be Mexico, 3.9% reported Peru and California, respectively, and two respondents reported their place of birth to be Nicaragua (1.6%) (see Table 3).

Table 3. Frequency Distribution of Place of Birth

Place of Birth	Frequency	Percentage
Mexico	116	89.9
Nicaragua	2	1.6
Peru	5	3.9
California	5	3.9
Total	129	100.0

The next demographic variable was that of marital status. More than fifty percent of respondents reported being married (56.6%), 24.8% were never married, 10.9% were divorced, and 3.9% were living together (co-habitation) or widowed (see Table 4).

Table 4. Frequency Distribution of Marital Status

Marital Status	Frequency	Percentage
Never Married	32	24.8
Married	73	56.6
Divorced/Separated	14	10.9
Widowed	5	3.9
Co-habitation	5	3.9
Total	131	100.0

In terms of income, 46.1% of respondents reported their income to be less than \$15,000. The next highest income level was \$16,000 to \$35,000 (45.3%). Six respondents reported having an income of \$36,000 to

\$55,000 (4.7%); and five participants reported having an income of \$56,000 or higher (3.9%). See Table 5 for results.

Table 5. Frequency Distribution of Income

Income	Frequency	Percentage
Less than \$15,000	59	46.1
\$16,000-\$35,000	58	45.3
\$36,000-\$55,000	6	4.7
\$56,000 or higher	5	3.9
Total	131	100.0

Table 6 presents two general questions that were posed to the sampled respondents. The first question asked respondents to rate their ability to speak English. Approximately half of the respondents reported their ability to speak English as poor (47.3%), 33.6 reported fair, 13% reported good, and only 6.1% reported very good.

The second question asked how comfortable respondents were with their children brokering for them. About forty-four percent reported that they were uncomfortable, 34.1% reported very uncomfortable, 14% reported somewhat comfortable, and only 7.8% reported being comfortable with their children brokering for them (see Table 6).

Table 6. Frequency Distribution of Self Reported Language Proficiency and Comfort Level with Broker

Variable	Frequency	Percentage
Proficiency (N = 131)		
Very Good	8	6.1
Good	17	13.0
Fair	44	33.6
Poor	62	47.3
Comfort with Broker (N = 129)		
Very Comfortable	10	7.8
Somewhat Comfortable	18	14.0
Uncomfortable	57	44.2
Very Uncomfortable	44	34.1

The last demographic variable asked respondents the age of their child which brokered most for them. The broker's age ranged from five to thirty-five, and the average age of the broker was approximately twelve years of age. Interestingly, this result is consistent with Tse's (1995) findings. In addition, 48.6% of the respondents reported that children who brokered for them fell between the ages of 11 through 20 years, 41.3% were between 5 and 10, 7.3% were between 21 and 30, and only 2.8% were between 31 and 35 (see Table 7).

Table 7. Frequency Distribution of Broker's Age

Age	Frequency	Percentage
5-10	45	41.3
11-20	53	48.6
21-30	8	7.3
31-35	5	2.8
Total	109	100.0

Parent's Comfort Level in
Different Places

Research Question 1 - In which language brokering situation are Latino parents comfortable/uncomfortable with?

Sampled Respondent's Comfort Level in Different Places. Participants were asked to rate their comfort level with their child brokering for them in different places. The respondents were asked to choose from very comfortable (1), somewhat comfortable (2), uncomfortable (3), and very uncomfortable (4).

Respondent felt very uncomfortable to uncomfortable when their children brokered for them in various places. Forty-nine percent felt very uncomfortable in therapist's/counselor's offices, 46.6% felt very uncomfortable in government offices, 45.8% felt very uncomfortable in social worker's offices, 43.5% felt very

uncomfortable in doctor's offices and restaurants, 42.7% felt very uncomfortable in banks and hospitals, 41.9% felt very uncomfortable at their work, 38.5% felt very uncomfortable and uncomfortable in stores, 38.2% felt uncomfortable on the streets, 38% felt very uncomfortable in their child's school, and 31% of the sampled respondents were uncomfortable when their children brokered for them at home (see Table 8).

Table 8. Comfort Level in Different Places

Places	N	Frequency	Percentage
1. Home	(129)		
Very Comfortable		28	21.7
Somewhat Comfortable		37	28.7
Uncomfortable		41	31.8
Very Uncomfortable		23	17.8
2. School	(129)		
Very Comfortable		9	7.0
Somewhat Comfortable		25	19.4
Uncomfortable		46	35.7
Very Uncomfortable		49	38.0
3. Stores	(130)		
Very Comfortable		10	7.7
Somewhat Comfortable		20	15.4
Uncomfortable		50	38.5
Very Uncomfortable		50	38.5
4. Restaurant	(131)		
Very Comfortable		10	7.6
Somewhat Comfortable		16	12.2
Uncomfortable		48	36.6
Very Uncomfortable		57	43.5
5. Banks	(131)		
Very Comfortable		11	8.4
Somewhat Comfortable		22	16.8
Uncomfortable		42	32.4
Very Uncomfortable		56	42.7

Places	N	Frequency	Percentage
6. Hospitals	(131)		
Very Comfortable		13	9.9
Somewhat Comfortable		20	15.3
Uncomfortable		42	32.1
Very Uncomfortable		56	42.7
7. Your Work	(131)		
Very Comfortable		8	6.2
Somewhat Comfortable		21	16.3
Uncomfortable		46	35.7
Very Uncomfortable		54	41.9
8. Doctor's Offices	(131)		
Very Comfortable		11	8.4
Somewhat Comfortable		16	12.2
Uncomfortable		47	35.9
Very Uncomfortable		57	43.5
9. On the Streets	(131)		
Very Comfortable		11	8.4
Somewhat Comfortable		25	19.1
Uncomfortable		50	38.2
Very Uncomfortable		45	34.4
10. Government Offices	(131)		
Very Comfortable		11	8.4
Somewhat Comfortable		16	12.2
Uncomfortable		43	32.8
Very Uncomfortable		61	46.6
11. Social Worker's Office	(131)		
Very Comfortable		11	8.4
Somewhat Comfortable		16	12.2
Uncomfortable		44	33.6
Very Uncomfortable		60	45.8
12. Counselor's Office	(130)		
Very Comfortable		10	7.7
Somewhat Comfortable		17	13.1
Uncomfortable		39	30.0
Very Uncomfortable		64	49.2

Parent's Comfort Level with
Different People

Research Question 2 - Which individuals are Latino parents comfortable and/or uncomfortable with when their children broker for them?

Sampled Respondent's Comfort Level with Different People. Parents were also asked how comfortable they felt when their child brokered for them with different people. This question was asked in the same manner as with the question pertaining to different places. Again, respondents, overall, felt very uncomfortable to uncomfortable when their children brokered for them with different people. Forty-nine percent of the respondents felt very uncomfortable when their child brokered for them with business people, 45.7% felt uncomfortable with neighbors, 44.6% felt uncomfortable with therapist/counselors, 42% felt uncomfortable with their other children and very uncomfortable with social workers, 41.2% felt uncomfortable with their friends, 39.7% felt very uncomfortable with strangers, and 38.9% of the respondents felt uncomfortable when their children brokered for them with teachers (see Table 9).

Table 9. Comfort Level with Different People

People	N	Frequency	Percentage
1. Your Other Children	(126)		
Very Comfortable		19	15.1
Somewhat Comfortable		23	18.3
Uncomfortable		53	42.1
Very Uncomfortable		31	24.6
2. For Your Friends	(131)		
Very Comfortable		11	8.4
Somewhat Comfortable		25	19.1
Uncomfortable		54	41.2
Very Uncomfortable		41	31.2
3. Neighbors	(129)		
Very Comfortable		11	8.5
Somewhat Comfortable		22	17.1
Uncomfortable		59	45.7
Very Uncomfortable		37	28.7
4. Teachers	(131)		
Very Comfortable		15	11.5
Somewhat Comfortable		18	13.7
Uncomfortable		51	38.9
Very Uncomfortable		47	35.9
5. Business People	(131)		
Very Comfortable		12	9.2
Somewhat Comfortable		17	13.0
Uncomfortable		37	28.2
Very Uncomfortable		65	49.6
6. Strangers	(131)		
Very Comfortable		9	6.9
Somewhat Comfortable		21	16.0
Uncomfortable		49	37.4
Very Uncomfortable		52	39.7
7. Counselors	(131)		
Very Comfortable		11	8.4
Somewhat Comfortable		19	14.5
Uncomfortable		46	35.1
Very Uncomfortable		55	42.0
8. Counselors	(130)		
Very Comfortable		11	8.5
Somewhat Comfortable		19	14.6
Uncomfortable		42	32.3
Very Uncomfortable		58	44.6

Parent's Attitude Toward Language
Brokering

Research Question 3 - How do Latino parents feel with the brokering services their children are providing them with?

Sampled Respondent's Attitudes with Language

Brokering. In Table 10, respondents were asked to reply to six attitude statements concerning the brokering their children provided them with. Results indicated that 56.4% of respondents disagreed to strongly disagreed that they felt proud when their children brokered for them, 50.8% of the respondents did not like it when their children brokering for them, 47.3% disagreed with the statement, "I feel good when my child brokers for me," 36.7% agreed that they felt nervous, 33.6% did not feel they were a burden to their children, and 32.6% agreed that they were embarrassed when their children brokered for them.

Table 10. Participant's Language Brokering Attitudes

Item	N	Frequency	Percentage
1. I like it when my child brokers for me.	(130)		
Strongly Agree		11	8.5
Agree		26	20.0
Disagree		66	50.8
Strongly Disagree		27	20.8
2. I feel good when my child brokers for me.	(129)		
Strongly Agree		10	7.8
Agree		26	20.2
Disagree		61	47.3
Strongly Disagree		32	24.8

3. I feel embarrassed when my child brokers for me.	(129)		
Strongly Agree		26	20.2
Agree		42	32.6
Disagree		34	26.4
Strongly Disagree		27	20.9
4. I feel nervous when my child brokers for me.	(128)		
Strongly Agree		20	15.6
Agree		47	36.7
Disagree		38	29.7
Strongly Disagree		23	18.0
5. I feel I am a burden to my child.	(128)		
Strongly Agree		17	13.3
Agree		37	28.9
Disagree		43	33.6
Strongly Disagree		31	24.2
6. I feel proud of my child when he/she brokers for me.	(126)		
Strongly Agree		25	19.8
Agree		30	23.8
Disagree		38	30.2
Strongly Disagree		33	26.2

Gender Differences

Gender differences were assessed using a series of t-tests. Specifically, independent t-tests were used to test whether any of the means were significantly different for males versus females.

Gender differences in comfort level with different brokering places were measured, using gender as the independent variable and comfort level with different brokering places as the dependent variable. Results were

statistically significant ($t = -3.702$, $df = 121$, $p = 0$), showing that females were more likely to be uncomfortable in different brokering places than males.

Gender differences in comfort level with different people were also measured, using gender as the independent variable and comfort level with different people as the dependent variable. Results were statistically significant between the two variables ($t = -4.170$, $df = 121$, $p < 0$), showing that females, over males, were more likely to be uncomfortable when their children brokered for them with different individuals.

Lastly, gender differences in how brokering experiences were perceived were also found ($t = -3.984$, $df = 122$, $p < .0$), showing that females, over males, were more likely to perceive their brokering experiences negatively.

Table 11. Gender Differences with Places, People, and Perception

Variable	<u>T</u>	df	Sig.
Places	-3.702	121	.000*
People	-4.170	121	.000*
Perception	-3.984	122	.000*

Significant at * $p < .05$

Summary

Participant's information was reviewed using the SPSS program. In particular, descriptive and inferential statistics were used analyze the data. Overall, participants were very uncomfortable with their children brokering for them in different places and with different individuals. Women were reported to have more discomfort when their children brokered for them.

CHAPTER FIVE

DISCUSSION

Introduction

Chapter five consists of a discussion of the results presented in chapter four. The limitations of this study are also presented. In addition, the recommendations for social work practice, policy, and research are presented, as well as a brief conclusion.

Discussion

This study examined Latino parents' perceptions of their children brokering for them. Specifically, parents' comfort level in different places, with different individuals, and their perception with their brokering experiences were examined. Overall, the great majority of Latino parents (80%) reported that they felt very uncomfortable to uncomfortable when their children brokered for them.

Furthermore, participants reported that they were very uncomfortable when their children brokered for them in different places. Latino parents in this study reported that their discomfort was not directly caused by their child's brokering, but felt it was due to their inability to comprehend the English language. They further stated

that they wanted to do things for themselves, without the assistance of their children.

Additionally, parents felt uncomfortable when their children brokered for them with different people. Latino parents in this study reported that they felt quite uncomfortable to have their children broker for them with different people. Latino parents were most uncomfortable with business people, therapist/counselors, and social workers. Moreover, parents stated that they would often wonder if their children were accurately reporting what was being said. This finding is consistent with Becerra and Betlancowt's (1999) findings.

Results also indicated that parents in this study viewed the language brokering that their children provided them with negatively. Participants reported that they did not like it when their children broker for them, and that they felt embarrassed and nervous. Once again, parents voiced their desire to be self-sufficient and not depend on their children to perform "parental duties."

With respect to gender, it is interesting to note that women reported feeling more uncomfortable with their children brokering for them than men did. A speculation might be that, traditionally, Latino men have been characterized as more aggressive than Latino women. This

characteristic may drive Latino men to learn English, lessening parental discomfort with brokering.

Limitations

A limitation of this study included the utilization of convenience sampling, which is a type of nonprobability sampling. This sampling method limits the generalizability of the findings to the larger population because it is difficult to claim that the sample is representative of the larger population. The reason for this is because the probability of an individual being selected cannot be estimated.

Another limitation of this study was the amount of questions that were asked on the survey. It would have been beneficial to have incorporated additional questions about participant's perception with language brokering. Other questions which should have been considered include: Are you satisfied with your child's brokering services? What is your education level? How long have you been in the United States? How often does your child broker for you?

In addition, the time constraint placed on this researcher was a great limitation. If given more time, a more in depth study using a qualitative approach would

have been added to the existing quantitative approach. This would have allowed participants to not only rate their experiences using scaling questions, but to also include detailed accounts of how language brokering has affected their lives using open-ended question.

Implications for Social Work Practice

As the number of non-English speaking individuals continues to rise in the United States and within the Department of Social Services, efforts to identify and understand the complex factors of language brokering are crucial in order to successfully serve this population. This study allows social workers to increase their knowledge base as to the dynamics that may be presented with language brokering.

There are several implications of brokering that are important for social workers and policy makers who are concerned with serving this population more efficiently. First, social workers who use family members to provide them with brokering services need to know that children are influencing, at least to some extent, the interactions that are taking place. In order to eliminate this discrepancy, Social Services Departments should offer

professional translating services to clients and their families.

Second, it appears that within the social services arena brokering services are being provided to parents and social workers by family members. This presents the problem of breached confidentiality and may compromise the effectiveness of the social worker.

Lastly, many Social Services Departments have policies in place that mandate social workers to use non-family brokers for "government business." However, there seems to be a shortage of bilingual/multilingual social workers that are able to effectively perform brokering services for this particular clientele.

Recommendations for Social Work Practice, Policy and Research

In order to alleviate the use of brokering services by family members, this researcher recommends that a language specific hotline/answering service be introduced in Social Services Department where translation services are greatly needed. Clients could call the hotline and enter the number that corresponds to their language. A social services employee, who speaks the language requested, would then answer any questions and/or concerns

the client may have, and then relay the questions/concerns to the social worker carrying the case.

In addition, educational pamphlets could be provided to social worker, therapist, teachers, and any other individual dealing with monolingual parents informing them of how language brokering affects all parties. In addition, the utilization of adult translator versus the client's child should be strongly emphasized within this packet. Empirical research supporting the use of adult translators will prove invaluable in persuading professionals to make use of professional brokers.

Lastly, this researcher recommends that future policy makers take into account the use of professional translators within the social services arena. Legislation which focuses on securing professional translators for social services clients supports the six core values of the National Association of Social Work: service, social justice, dignity and worth of the person, importance of human relationship, integrity, and competence (National Association of Social Worker, 1996).

Conclusions

In short, language brokering is common phenomenon among monolingual individuals and occurs with great

frequency. Past research has solely focused on retrospective accounts of language brokering with children and adults who have brokered. In contrast, this study surveyed monolingual parents regarding their perception and comfort level with the brokering their children provided them with. Results concluded that Latino parents do feel uncomfortable when their children broker for them. However, ascertaining how parents are affected by this discomfort was beyond this researcher's scope.

It is hoped that this study is able to create awareness within the field of social work regarding language brokering, and inspires future studies. Understanding the dynamics between monolingual parents and their children is vital if social workers are to better serve this rapidly growing population.

APPENDIX A
QUESTIONNAIRE
(ENGLISH VERSION)

Language Brokering Questionnaire for Adults

If your child has interpreted or translated for you then your child has provided you with brokering services. Here are examples of brokering: 1) translating notices brought home from school; 2) when your child translates or interprets what another person is trying to convey to you in English; 3) and, if your child has written letters or notes in English.

The purpose of this study is to examine the comfort level and feelings of Latino parents in different brokering/translating situations. Your participation is voluntary and anonymous, and the results will only be used for research purposes. Completing this survey will take anywhere from 15-20 minutes. Additionally, this questionnaire is not a test and there is no right or wrong answer. Please answer all questions as accurately as possible.

Thank you for your participation.

PART 1: BACKGROUND

In this section, I would like to ask you a few questions about you. Please answer each question by circling or writing in your answer.

What is your annual household income?

1. 0- \$15,000
2. \$16,000- \$35,000
3. \$36,000- \$55,000
4. \$56,000 or more

1. How old are you? _____ Years.

2. What is your gender?

1. Male
2. Female

3. What is your place of birth?

4. What is the age of the child that brokers most for you?

5. What is your marital status?

1. Never Married
2. Married
3. Divorced/Separated
4. Widowed
5. Co-habitation

6. How would you rate your ability to speak English?

- | | | | |
|-----------|------|------|------|
| 1 | 2 | 3 | 4 |
| Very Good | Good | Fair | Poor |

7. How comfortable do you feel when your child provides you with brokering services?

- | | | | |
|---------------------|-------------------------|---------------|-----------------------|
| 1 | 2 | 3 | 4 |
| Very
Comfortable | Somewhat
Comfortable | Uncomfortable | Very
Uncomfortable |

SECTION II: COMFORT LEVEL WITH BROKERING SITUATION

Please answer how comfortable you are with your child brokering for you in these places. Would you say you are very comfortable, somewhat comfortable, uncomfortable, or very uncomfortable? Please circle your answer.

1 = very comfortable
2 = somewhat comfortable
3 = uncomfortable
4 = very uncomfortable

PLACES

8. Home

1	2	3	4
Very	Somewhat		Very
Comfortable	Comfortable	Uncomfortable	Uncomfortable

9. School

1	2	3	4
Very	Somewhat		Very
Comfortable	Comfortable	Uncomfortable	Uncomfortable

10. Stores

1	2	3	4
Very	Somewhat		Very
Comfortable	Comfortable	Uncomfortable	Uncomfortable

11. Restaurants

1	2	3	4
Very	Somewhat		Very
Comfortable	Comfortable	Uncomfortable	Uncomfortable

12. Banks

1	2	3	4
Very	Somewhat		Very
Comfortable	Comfortable	Uncomfortable	Uncomfortable

- | | | | | | |
|-----|--------------------------------|--------------------------|------------------------------|--------------------|----------------------------|
| 13. | Hospitals | 1
Very
Comfortable | 2
Somewhat
Comfortable | 3
Uncomfortable | 4
Very
Uncomfortable |
| 14. | Your Work | 1
Very
Comfortable | 2
Somewhat
Comfortable | 3
Uncomfortable | 4
Very
Uncomfortable |
| 15. | Doctor's Office | 1
Very
Comfortable | 2
Somewhat
Comfortable | 3
Uncomfortable | 4
Very
Uncomfortable |
| 16. | On the streets | 1
Very
Comfortable | 2
Somewhat
Comfortable | 3
Uncomfortable | 4
Very
Uncomfortable |
| 17. | Government Offices | 1
Very
Comfortable | 2
Somewhat
Comfortable | 3
Uncomfortable | 4
Very
Uncomfortable |
| 18. | Social Worker's Office | 1
Very
Comfortable | 2
Somewhat
Comfortable | 3
Uncomfortable | 4
Very
Uncomfortable |
| 19. | Counselor's/Therapist's Office | 1
Very
Comfortable | 2
Somewhat
Comfortable | 3
Uncomfortable | 4
Very
Uncomfortable |

PEOPLE

Please answer how comfortable you are with your child brokering for you with these people. Would you say you are very comfortable, somewhat comfortable, uncomfortable, or very uncomfortable? Please circle your answer.

1 = very comfortable
2 = somewhat comfortable
3 = uncomfortable
4 = very uncomfortable

20. Your other children

1	2	3	4
Very Comfortable	Somewhat Comfortable	Uncomfortable	Very Uncomfortable

21. Non-Spanish Speaking Friends

1	2	3	4
Very Comfortable	Somewhat Comfortable	Uncomfortable	Very Uncomfortable

22. Your Neighbors

1	2	3	4
Very Comfortable	Somewhat Comfortable	Uncomfortable	Very Uncomfortable

23. Teachers

1	2	3	4
Very Comfortable	Somewhat Comfortable	Uncomfortable	Very Uncomfortable

24. Business People

1	2	3	4
Very Comfortable	Somewhat Comfortable	Uncomfortable	Very Uncomfortable

25. Strangers

1	2	3	4
Very Comfortable	Somewhat Comfortable	Uncomfortable	Very Uncomfortable

26. Social Workers

1	2	3	4
Very	Somewhat		Very
Comfortable	Comfortable	Uncomfortable	Uncomfortable

27. Counselor/Therapist

1	2	3	4
Very	Somewhat		Very
Comfortable	Comfortable	Uncomfortable	Uncomfortable

SECTION III: FEELING ABOUT SELF AND BROKERING

Please answer how you feel when your child provides you with brokering services. Would you say you strongly agree, agree, disagree, or strongly disagree? Please circle your answer.

1 = strongly agree
2 = agree
3 = disagree
4 = strongly disagree

28. I like it when my child translates for me.

1	2	3	4
strongly agree	agree	disagree	strongly disagree

29. I feel good when my child translates for me.

1	2	3	4
strongly agree	agree	disagree	strongly disagree

30. I feel embarrassed when my child translates for me.

1	2	3	4
strongly agree	agree	disagree	strongly disagree

31. I feel nervous when my child translates for me.

1	2	3	4
strongly agree	agree	disagree	strongly disagree

32. I feel I am a burden to my child.

1	2	3	4
strongly agree	agree	disagree	strongly disagree

33. I feel proud of my child when they translate for me.

1	2	3	4
strongly agree	agree	disagree	strongly disagree

APPENDIX B
QUESTIONNAIRE
(SPANISH VERSION)

Cuestionario/Encuesta

Cuestionario/Encuesta de Traducción Para Adultos

Su hijo(a) a traducido para usted cuando interpretan papeles de la escuela, cartas/notas que usted recibe, o cuando interpretan lo que otras personas dicen.

El motivo de este estudio, es para investigar los niveles de comodidad y sentimientos de padres Latinos cuando sus hijos interpretan para ustedes. Su participación es voluntaria y anónima, y los resultados serán usados anonimamente para nuestra investigación. Este Cuestionario tomara solamente 15 minutos para completar. Adicionalmente, este cuestionario no es una prueba y no hay respuestas bien o mal. Por favor conteste todas las preguntas lo mas sinceramente que pueda. Muchas gracias por su participación.

PARTE 1: HISTORIA PERSONAL

En esta sección me gustaría hacerle unas cuantas preguntas sobre usted. Por favor responda a toda las preguntas y encierre o escriba su respuesta.

¿Cuál es su ingreso anual de su hogar?

1. 0- \$15,000
2. \$16,000- \$35,000
3. \$36,000- \$55,000
4. \$56,000 o mas

1. ¿Cuántos años tiene usted? _____ Años

2. ¿Que sexo es usted?

1. Hombre
2. Mujer

3. ¿En que estado nació usted?

4. ¿Cuantos años tiene su hijo o hija que ha traducido por usted (por favor, no mas la edad de sus hijo o hija NO sus nombres?

5. ¿Cuál es su estado matrimonial?

1. Nunca Casado(a)
2. Casado(a)
3. Divorciado/Separado(a)
4. Viudo(a)
5. Co-habitación

6. ¿Como clasificaría su habilidad de hablar ingles?

1	2	3	4
Muy Bien	Bien	Algo Bien	No Muy Bien

7. ¿En general, como diría usted que se siente cuando su hijo/hija interpreta para usted?

1	2	3	4
Muy Cómodo	Algo Cómodo	Incomodo	Muy Incomodo

PARTE II: COMODIDAD CON TRADUCCION

En esta sección me gustaría preguntarle preguntas sobre que tan cómodo se siente usted cuando su hijo (a) traduce para usted en estos lugares. ¿Diría usted que se siente muy cómodo, algo cómodo, incomodo, muy incomodo? Por favor circule su respuesta.

- 1 = Muy Cómodo
- 2 = Algo Cómodo
- 3 = Incómodo
- 4 = Muy Incomodo

LUGARES

8. En casa

1	2	3	4
Muy Cómodo	Algo Cómodo	Incomodo	Muy Incomodo

9. En la escuela

1	2	3	4
Muy Cómodo	Algo Cómodo	Incomodo	Muy Incomodo

10. En la tienda

1	2	3	4
Muy Cómodo	Algo Cómodo	Incomodo	Muy Incomodo

11. En restaurantes

1	2	3	4
Muy Cómodo	Algo Cómodo	Incomodo	Muy Incomodo

12. En bancos

1	2	3	4
Muy Cómodo	Algo Cómodo	Incomodo	Muy Incomodo

13. En hospitales

1	2	3	4
Muy Cómodo	Algo Cómodo	Incomodo	Muy Incomodo

14. En su trabajo

1	2	3	4
Muy Cómodo	Algo Cómodo	Incomodo	Muy Incomodo

15. Oficinas de doctores
- | | | | |
|------------|-------------|----------|--------------|
| 1 | 2 | 3 | 4 |
| Muy Cómodo | Algo Cómodo | Incomodo | Muy Incomodo |
16. En la calle
- | | | | |
|------------|-------------|----------|--------------|
| 1 | 2 | 3 | 4 |
| Muy Cómodo | Algo Cómodo | Incomodo | Muy Incomodo |
17. En oficinas de gobierno
- | | | | |
|------------|-------------|----------|--------------|
| 1 | 2 | 3 | 4 |
| Muy Cómodo | Algo Cómodo | Incomodo | Muy Incomodo |
18. En el departamento de servicios sociales
- | | | | |
|------------|-------------|----------|--------------|
| 1 | 2 | 3 | 4 |
| Muy Cómodo | Algo Cómodo | Incomodo | Muy Incomodo |
19. En oficinas de psicólogos
- | | | | |
|------------|-------------|----------|--------------|
| 1 | 2 | 3 | 4 |
| Muy Cómodo | Algo Cómodo | Incomodo | Muy Incomodo |

PERSONAS

En esta sección me gustaría preguntarle preguntas sobre que tan cómodo se siente usted cuando su hijo (a) traduce para usted con estas personas. ¿Diría usted que se siente muy cómodo, algo cómodo, incomodo, muy incomodo?

Por favor encierre su respuesta.

- 1 = Muy Cómodo
- 2 = Algo Cómodo
- 3 = Incómodo
- 4 = Muy Incomodo

- | | | | | | |
|-----|--|------------|-------------|----------|--------------|
| 20. | Con sus otros hijos | 1 | 2 | 3 | 4 |
| | | Muy Cómodo | Algo Cómodo | Incomodo | Muy Incomodo |
| 21. | Con sus amigos que no entienden Español muy bien | 1 | 2 | 3 | 4 |
| | | Muy Cómodo | Algo Cómodo | Incomodo | Muy Incomodo |
| 22. | Con sus vecinos | 1 | 2 | 3 | 4 |
| | | Muy Cómodo | Algo Cómodo | Incomodo | Muy Incomodo |
| 23. | Con maestros | 1 | 2 | 3 | 4 |
| | | Muy Cómodo | Algo Cómodo | Incomodo | Muy Incomodo |
| 24. | Con gente de negocios | 1 | 2 | 3 | 4 |
| | | Muy Cómodo | Algo Cómodo | Incomodo | Muy Incomodo |
| 25. | Con extraños | 1 | 2 | 3 | 4 |
| | | Muy Cómodo | Algo Cómodo | Incomodo | Muy Incomodo |
| 26. | Con trabajadores sociales | 1 | 2 | 3 | 4 |
| | | Muy Cómodo | Algo Cómodo | Incomodo | Muy Incomodo |
| 27. | Con psicólogos | 1 | 2 | 3 | 4 |
| | | Muy Cómodo | Algo Cómodo | Incomodo | Muy Incomodo |

PARTE III: TRADUCCION Y SUS SENTIMIENTOS

En esta sección me gustaría preguntarle preguntas sobre como se siente usted cuando su hijo (a) traduce para usted. Por favor circule su respuesta.

28. Me gusta cuando mi hijo (a) traduce por mi.

1	2	3	4
Muy De Acuerdo	De Acuerdo	Des Acuerdo	Fuertemente Des Acuerdo

29. Me siento bien cuando mi hijo (a) traduce por mi.

1	2	3	4
Muy De Acuerdo	De Acuerdo	Des Acuerdo	Fuertemente Des Acuerdo

30. Me siento avergonzado (a) cuando mi hijo (a) traduce por mi.

1	2	3	4
Muy De Acuerdo	De Acuerdo	Des Acuerdo	Fuertemente Des Acuerdo

31. Me siento nervioso (a) cuando mi hijo (a) traduce por mi.

1	2	3	4
Muy De Acuerdo	De Acuerdo	Des Acuerdo	Fuertemente Des Acuerdo

32. Me siento como que soy un carga/estorbo para mi hijo (a).

1	2	3	4
Muy De Acuerdo	De Acuerdo	Des Acuerdo	Fuertemente Des Acuerdo

33. Me siento orgulloso (a) cuando mi hijo (a) traduce por mi.

1	2	3	4
Muy De Acuerdo	De Acuerdo	Des Acuerdo	Fuertemente Des Acuerdo

APPENDIX C
COLLEGE OF THE DESERT'S
APPROVAL LETTER



November 22, 2002

To Whom It May Concern:

This letter is to confirm that I have agreed to participate in a study being conducted by Lucy Sloan, under the supervision of Dr. Janet Chang, California State University at San Bernardino, Department of Social Work.

It has been explained to me that the purpose of this study is to explore Latino parent's perception and attitudes in regard to their children providing them with language brokering (translating) services. The study consists of a questionnaire containing demographic questions, comfort level with different language brokering situations and people, and self-esteem questions. The questionnaire will take approximately twenty minutes to complete. In order to complete this study Ms. Sloan will have access to all of the non credit ESL classes within the Division of Developmental Education at College of the Desert.

It is understood that participation in this study is completely voluntary. Any student may choose not to participate in, or may withdraw from, this study at any time. I also understand that the questionnaire will remain anonymous, as no personal identifying information will be asked of the participants. Further, questionnaires will only be viewed by Ms. Sloan and Dr. Chang and after the data is entered into the computer, all surveys will be destroyed.

This letter is for use by the Department of Social Work Human Subject Review Board, California State University San Bernardino only and will not be published with the study. It has also been explained to me that if I would like to obtain the results of this study then I will contact Ms. Sloan at (760) 399-5336 after August 2003.

Sincerely,

A handwritten signature in black ink, appearing to read "Reynaldo F. Ortiz".

Reynaldo F. Ortiz, Dean
Division of Developmental Education



Desert Community College District • 760/346-8041

APPENDIX D

FAMILY SERVICES OF THE
DESERT'S APPROVAL LETTER



Individual & Family
Counseling

School Based
Counseling

Friends of the
Family

Child Abuse
Prevention

Domestic Violence
Prevention & Counseling

Drug, Alcohol and
Tobacco Education

Strengthening Families
&
Building Healthy
Communities

Administrative Office
81-711 Highway 111, Suite 202
Indio, California 92201
Phone (760) 347-2398
1-800-539-4357
Fax (760) 347-6468
E-mail: familysvcs@csd.net

Services Available at Multiple
Locations Throughout the
Coachella Valley



A United Way
Agency

November 20, 2002

California State University San Bernardino
Department of Social Work
Social Work Institutional Review Board

To Whom It May Concern:

This letter is to confirm that I have agreed to participate in a study being conducted by Lucy Sloan, under the supervision of Dr. Janet Chang, California State University at San Bernardino, Department of Social Work.

I understand that the purpose of this study is to explore Latino parents' perceptions and attitudes regarding their children providing them with language brokering (translating) services. The study consists of a questionnaire that collects basic demographic information, comfort level with different language-brokering situations and individuals, and self-esteem queries. It will take respondents approximately 20 minutes to complete the questionnaire. In order to complete this study, Ms. Sloan will have access to voluntary participants from Family Services of the Desert's monolingual Spanish clientele.

The agency understands that client participation in this study is completely voluntary. Any FSD client may choose not to participate in, or to withdraw from, this study at any time. The agency also understands that questionnaire responses will remain anonymous, as no personally identifying information will be asked of participants. Further, only Ms. Sloan and Dr. Chang will view questionnaires, and after data is collected, the questionnaires will be destroyed.

This letter is for use by the Department of Social Work Human Subject Review Board, California State University San Bernardino only, and will not be published with the study. I also understand that the agency has the right to obtain results of this study by contacting Ms. Sloan at 760/899-5336 after August 2003.

Sincerely,


Chantel M. Schuering
Executive Director

APPENDIX E
INFORMED CONSENT
(SPANISH VERSION)

Consentimiento De Información

El estudio en cual usted va a participar ha sido diseñado para medir como padres Latinos son afectados cuando sus hijos interpretan para ellos. Este estudio va a ser conducido por Lucy Sloan, estudiante de servicios sociales en la universidad, California State, San Bernardino debajo de la supervisión de la Doctora Janet Chang. Este estudio ha sido aprobado por el consejo de administración del departamento de servicios sociales que esta ubicado en la universidad, California State, San Bernardino.

Su participación en este estudio requiere que usted lea y conteste preguntas lo mejor que pueda. Esta encuesta tomara aproximadamente **15 a 20** minutos para completar. Su participación en este estudio es completamente anónima y voluntaria. En cualquier momento que usted se sienta incomodo(a) al contestar una pregunta, usted puede retirarse de este estudio sin penalti.

Este estudio no carga ningún riesgo, pero a la mejor se puede sentir incomodo cuando usted revele información personal. El beneficio de este estudio es que los resultados pueden contribuir al estudio de traducción entre padres e hijos.

Si tiene preguntas sobre este estudio, por favor llame a:

Janet Chang, Ph.D.
Departamento de Social Work
(909) 880-5184
jchang@csusb.edu.

APPENDIX F
INFORMED CONSENT
(ENGLISH VERSION)

INFORMED CONSENT STATEMENT

The research in which you are about to participate is designed to measure how language brokering affects Latino parents. This study is being conducted by Lucy Sloan, graduate student of social work at California State University, San Bernardino under the supervision of Doctor Janet Chang. This study has been approved by the Department of Social Work, 2nd Committee of the Institutional Review Board.

You will be expected to read questions and answer them to the best of your knowledge. The questionnaire should take you about **15 to 20** minutes to complete, and the information from your questionnaire will remain confidential. Your participation in this study is completely voluntary; hence, if at any time you feel uncomfortable, you may cease answering any questions or withdraw from the study without any penalty.

This study carries no obvious risks; however, you may feel uncomfortable disclosing personal information about having your child provide you with brokering/translating services. Results from this study will benefit the field of social work by contributing much needed research regarding language brokering and Latino parent's perceptions.

After completing the questionnaire, you will receive a debriefing statement describing this study in greater detail.

If you have any questions about the study, please feel free to contact:

Janet Chang, Ph.D.
Department of Social Work
(909) 880-5184
jchang@csusb.edu.

APPENDIX G
DEBRIEFING STATEMENT
(SPANISH VERSION)

Declaración De Este Estudio

Gracias por participar en este estudio. La encuesta que usted acaba de terminar mide como usted se siente cuando su hijo/a traduce para usted en general. Adicionalmente, esta encuesta mide en cuales lugares y con cuales personas se siente usted más agusto cuando su hijo/a traduce para usted.

Hoy en día, los estudios que examinan el fenómeno de traducción solo se concentran en lo que los hijos piensan y sienten. Este estudio propone estudiar las ocurrencias de traducción entre padres e hijos, pero la concentración es en lo que los padres sienten y piensan. La voz de los padres no se ha oído, y con este estudio los padres serán escuchados.

Si usted esta interesado en obtener los resultados de este estudio o si usted tiene otras preguntas, por favor contacte a la Doctora Janet Chang al número (909) 880-5184. Si por cualquier razón usted se siente incomodo o desea asistencial profesional (un psicólogo), por favor llame a Family Services of the Desert al número (760) 347-2398 o 1-800-539-4357.

Una vez más, gracias por su participación.

APPENDIX H
DEBRIEFING STATEMENT
(ENGLISH VERSION)

DEBRIEFING STATEMENT

Thank you for participating in this study and for not discussing the contents of this questionnaire with other people. Please be assured that your answers will be held in strict confidence, and that the information will only be used for the purpose of this study.

The questionnaire you have just completed measures Latino parents' perception of their children serving as language brokers. It further measures how comfortable parents feel in different brokering situations and with different people. Very little research has been conducted in language brokering, and what is known mainly concentrating on the child's perception with language brokering. I felt it necessary to focus on how parents feel about having their children assume a parental role.

If you are interested in obtaining the results of this study or if you have any further questions please contact Dr. Janet Chang at California State University, San Bernardino, Social Work Department, (909) 880-5184. If for any reason you feel uncomfortable or desire professional assistance you are encouraged to contact Family Services of the Desert at (760) 347-2398 or 1-800-539-4357.

Thank you once again for your participation.

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